


## Conventions of Drama

### Lesson Preparation

Daily Lesson 8	WRITING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.13A E1.14C E1.26A	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>— What must an author do before using any type of literary technique?</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Brainstorm</li> <li>Adaptation</li> <li>Mood</li> <li>Tone</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 02B Reading Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare a list of scenes for students to rewrite. Either assign a scene to each group or allow groups to randomly select. Have enough scenes so that each group has a different one.</li> <li>Prepare a list of suggested time periods for students to choose from as they rewrite their scene. (Example: the Wild West, the 1950's, the 1980's, etc.) While the possibilities are endless, students may need to see examples before they are able to make a choice.</li> <li>Select one scene to use to model the writing process for students.</li> <li>Refer to Teacher Resources: <b>English 1 Unit 02B Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	 When writing scripts, students must include everything the readers will see, as well as what the reader might hear.  <b>Script – a written version of the speech and actions of performers, as in a play or film</b>	

Daily Lesson 8	WRITING
	<p>Mood – <b>the atmosphere or feeling created by the writer in a literary work or passage. Mood can be expressed through imagery, word choice, setting, voice, and theme. For example, the mood evoked in Edgar Allen Poe’s work is gloomy and dark.</b></p> <p>Tone – <b>the author’s particular attitude, either stated or implied in the writing</b></p> <p>This Instructional Routine partially assesses Performance Indicator: <i>“After reading an historical literary play, work in a small group to select a scene and use the writing process to write a script for the scene that reflects a different time period. Include details to develop a definite mood or tone. Present the scene and solicit questions from the audience. “</i></p>
Teacher Notes	<p>Students need to understand that the purpose of their scene does not change—it will just be re-written into a more modern piece. They will convert the figurative language of their scene into the appropriate language of the time frame of their choice. (An example of changing the figurative language to a contemporary time period: In Act One, Scene one, line 74 of <i>Romeo and Juliet</i> the Prince says, “Rebellious subjects, enemies to peace ...” If a student chose the time of the Wild West it might look something like this, “You lily-livered, ornery cusses, why can’t ya’ll just quit yer squabblin’? ...”) They may also be adding new stage directions, footnotes, etc. as well.</p> <p>As students make the changes, closely monitor, making sure that the language is correct and appropriate for school.</p>

## Instructional Routines

### WRITING

Daily Lesson 8	
<b>Duration and Objective</b>	<p>Suggested Duration: 50 min.</p> <p><u>Content Objective:</u> Students apply the writing process and rewrite a script of a scene from a classic play that reflects a different time period.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer</li> <li>2. Ask: <b>What is meant by a modern adaptation? What are some examples from film and music that are representative of this idea?</b> Discuss responses, which should include observations about what is kept from the original and what is discarded.</li> <li>3. Introduce Performance Indicator: <i>"After reading an historical literary play, work in a small group to select a scene and use the writing process to write a script for the scene that reflects a different time period. Include details to develop a definite mood or tone. Present the scene and solicit questions from the audience."</i></li> <li>4. Display the list of possible time periods. Brainstorm with students other possibilities as students record the list in the Writer's Notebook.</li> <li>5. Use the teacher-selected scene to <b>Think Aloud</b> a plan for the script—determining the time period and pointing out how to retain the purpose, portions of original to eliminate, new stage directions to include, etc. Explain to students that they do not have to rewrite every single line of the original, but they must develop and maintain a definite mood or tone throughout.</li> <li>6. Assign students to <b>Collaborative Groups</b> and assign (or have groups randomly select) a scene from the classic play to rewrite.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In their <b>Collaborative Groups</b>, students plan and begin drafting a script for a scene from the classic play reflecting a different time period.</li> <li>2. Monitor and assist as needed.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. <b>Exit Slip:</b> Each group records the scene they are rewriting and the time period on a note card.</li> </ol>